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ABSTRACT

Reasons why undergraduate students enrolled in the fall 1974 semester did not continue their studies at UNC-G during the fall 1975 semester are explored. This study is part of an overall plan to gain understanding of UNC-G's students from the time of initial inquiry about admission to UNC-G through enrollment, graduation, and/or departure. It is based upon a rather low 23 percent response rate to a questionnaire mailed by and returned to UNC General Administration. A total of 319 responses were received. Fifty-eight percent of the respondents indicated they were leaving UNC-G to attend college elsewhere. "Dislike for UNC-G" was cited by transfer students more often than students not continuing their education elsewhere. Financial problems, the need for practical experience, and family crises were factors contributing more heavily to the attrition of nontransfers. Marriage, health problems, and bad grades ranked about equally in both groups as reasons for dropping out. The most enlightening information coming from the questionnaire can be found in the comments students offered, some of which are included in the report. The comments reflect the complexity of reasons motivating students to withdraw from UNC-G to a degree not covered by the survey instrument. (LBH)

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SURVEY OF NON-RETURNING STUDENTS

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June, 1976

HE008082

PREFACE

This study is intended to shed light on reasons why undergraduate students enrolled in the Fall 1974 semester did not continue their studies at UNC-G during the Fall 1975 semester. The study is part of an overall plan to gain understanding of UNC-G's students from the time of initial inquiry about admission to UNC-G through enrollment, graduation, and/or departure from UNC-G.

This study is based upon a rather low 23% response rate to a questionnaire which was mailed by and returned to UNC General Administration. The questionnaire originated from activities mandated by HEW's Office for Civil Rights under the State Plan for the Further Elimination of Racial Duality in the Public Postsecondary System in North Carolina.

In the future, it is anticipated that more detailed profiles of characteristics of undergraduate and graduate students who do not continue from one semester to another will be constructed. These data should aid in establishing retention ratios for specific subgroups of students which will be helpful in developing more sophisticated bases for enrollment projections. The current study, however, is the only study which has sought specific reasons why undergraduate students failed to continue their studies at UNC-G.

As always your reactions, suggestions, comments, and requests for additional analyses or clarification would be welcomed.

SURVEY OF NON-RETURNING STUDENTS

One out of every five undergraduates enrolled in the Fall of 1974 left UNC-G by the Fall semester of 1975 without earning a degree. The 1,415 students (22.3% of total undergraduate enrollment) who were enrolled in Fall 1974 but not in Fall 1975 were surveyed in an attempt to ascertain why they had interrupted or prematurely terminated their education at UNC-G. The survey was conducted in February, 1976 by UNC General Administration. The instrument was originally designed as a sequel to an HEW compliance report comparing attrition rates of black and white students at individual UNC institutions. UNC-G was not required to conduct the survey because the attrition rate for degree-seeking black students (16.3% was actually less than for degree-seeking whites (18.7%). However, UNC-G volunteered to participate since General Administration handled the mailing of questionnaires and the keypunching of the data. Wording of most questions was intended to fulfill particular data needs of HEW's Office for Civil Rights which designed the survey. Consequently some of the alternative responses offered were not as appropriate or meaningful as would have been the case with an internally designed questionnaire.

Questionnaires were mailed to 1,415 undergraduate students who were enrolled at UNC-G in the Fall 1974 semester but did not return in Fall 1975. A total of 319 responses were received - a rather low 23 percent response rate. Students who left UNC-G to transfer to other institutions were over-represented among respondents. Statistics from UNC General Administration* indicate that 255 of the 1,415 non-returning students (18.0%) transferred to other institutions in

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* University of North Carolina, Statistical Abstract of Higher Education in North Carolina 1975-76, Tables 31-32.

North Carolina.* If the assumption could be made that the 121 out-of-state students leaving UNC-G continued their education at institutions outside North Carolina, the percentage of students transferring to other schools could be inflated to 27%. (No data is available to verify such an assumption.) Yet a much larger percent of the respondents (58%) indicated they were leaving UNC-G to attend college elsewhere. Describing the sample bias in another manner, 70% of the transfer students and 12% of the non-transfer students surveyed responded to the questionnaire.

Table 1 gives descriptive information about non-returning students and provides some comparisons between the total population of students and the sample who returned questionnaires. A comparison of the demographic characteristics of students not returning to UNC-G shows that the attrition rate for Special Adult students is more than twice that for any other group. The sophomore class also sustained a higher attrition rate (25.2%) than the undergraduate average for UNC-G (22.3%). Males (30.0%) appear more likely to be lost through attrition than females (19.6%), but there is not a substantial difference between the attrition rates of blacks and whites or between in and out-of-state students. A comparison of Column 4 with Column 6 of Table 1 yields some perspectives on the nature of the sample responding to the survey. Special Adults are under-represented, as are males. By class level, juniors are notably over-represented. The sample adequately reflects the composition of all non-returning students on the categories of race and residency.

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* There are two ways of evaluating data on transfer students: (1) as a percent of the total number of non-returning students, and (2) as a percent of the total undergraduate enrollment. UNC-G's out-transfer rate, expressed as the percentage transferring elsewhere compared to total undergraduate enrollment, is 4.0%. The average out-transfer rate for North Carolina's public four year colleges is 3.5%. Out-transfer data for all UNC public four year institutions are noted in Appendix Table I.

TABLE 1

Descriptive Data on Undergraduates Enrolled in Fall 1974 Who Did Not Return in Fall 1975

	Total Population of Students				Respondents to Survey	
	Fall 1974 Total Enrollment (1)	Total Not Returning Fall 1975 (2)	Attrition Rate[1] (3)	Distribution of Col. (2) (4)	Total Responses (5)	Distribution of Responses (6)
Class						
Freshman	1,379	293	21.2	20.7	52	16.7
Sophomore	1,357	342	25.2	24.2	89	28.5
Junior	1,543	240	15.5	16.9	137	43.9
Senior	1,480	192	13.0	13.6	15	4.8
Special Adult	585	348	59.5	24.6	19	6.1
Total Undergraduates	6,344	1,415	22.3	100.0	312	100.0
Race						
Black	387	79	20.4	5.6	17	5.3
White	5,927	1,334	22.5	94.3	300	94.3
Other	30	2	6.7	0.1	1	0.4
Total	6,344	1,415	22.3	100.0	318	100.0
Sex						
Male	1,651	495	30.0	35.0	82	25.8
Female	4,693	920	19.6	65.0	236	74.2
Total	6,344	1,415	22.3	100.0	318	100.0
Residency[2]						
In-State	5,683	1,294	22.8	91.4	281	88.6
Out-of-State	661	121	18.3	8.6	36	11.4
Total	6,344	1,415	22.3	100.0	317	100.0

Source: Data in the table were adapted from an OIR report dated October 22, 1975 on student progression and retention. (See Appendix Table 2)

[1] Col. (2) ÷ Col. (1)

[2] The number of out-of-state students was derived by inspection of addresses of students not returning. The number is probably low because technical definitions of residency would mean that some students with North Carolina addresses could be classified as out-of-state.

The median age of students responding to the questionnaire is 20 with a range from 18 to 56 years of age. Table 2 compares the ages of respondents in the survey with those of Fall 1974 undergraduates and projects attrition rates for various age groups.

TABLE 2

Ages of Fall 1974 Undergraduates and Survey Respondents and Projected Attrition Rates for Various Age Groups

	Fall 1974 Undergraduate Enrollment		Ages of Survey Respondents in 1974		Attrition Projections	
	N (1)	% (2)	N (3)	% (4)	N (5)*	% (6)**
18 or less	1,075	17.1	37	12.9	182	16.9
19 - 20	2,382	38.0	152	53.0	750	31.5***
21 - 22	1,636	26.1	37	12.9	183	11.2
23 - 24	388	6.2	16	5.6	79	20.4
25 - 30	482	7.7	26	9.1	129	26.8
31 - 35	142	2.3	9	3.1	44	31.0
36 - 40	76	1.2	4	1.4	20	26.3
41 - 45	49	0.8	4	1.4	20	40.8
46 - 50	26	0.4	1	0.3	4	15.4
51+	15	0.2	1	0.3	4	26.7
Total	6,271	100.0	287	100.0	1,415	22.6

* Projected attrition per age group (n) = Col. (4) x 1,415

** Projected attrition rate (%) = Col. (5)/Col. (1)

*** This figure is obviously inflated due to the unrepresentative nature of the sample. Table 1 shows that the actual attrition rate for sophomores is 25.2%.

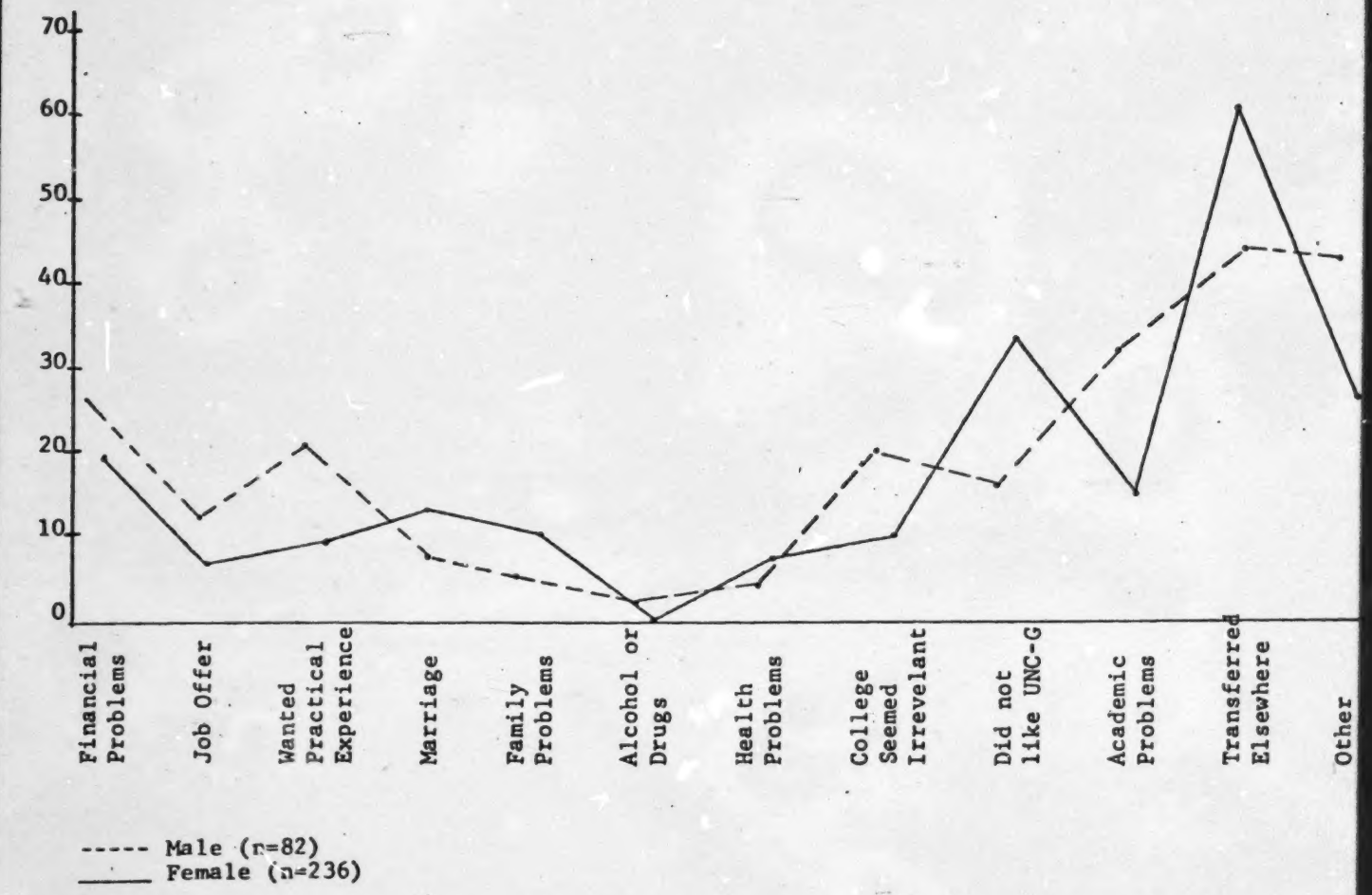
Column 6 of Table 2 gives the attrition rate for students in various age groups based on the ages of respondents in the sample. The rate was derived by multiplying the age distribution of respondents by 1,415, the total number of non-returning undergraduates from Fall 1974 to Fall 1975. The projected number of non-returning students is then divided into Fall 1974 undergraduate enrollment for each age group. A large loss of students occurs among 20-year olds, many of whom undoubtedly are transfers. However, the table shows that attrition rates generally remain higher for older students than for those in the traditional college age group. These estimates mean that more than a fourth of the undergraduates over the age of 24 did not return in Fall 1975 to complete their education. Since the sample favors transfer students, older students are most likely under-represented and the attrition rates in Table 2 are likely to be a conservative estimate of the number of older students who did not continue at UNC-G from one year to the next.

The survey asked students to check off a number of reasons which caused them to leave UNC-G. Students were asked to cite as many reasons as were applicable to their decision not to return to UNC-G for the Fall 1975 semester. Figure I gives a comparison of reasons men and women cited for leaving UNC-G.

Transferring elsewhere was the most frequently stated reason men (44%) and women (61%) gave for leaving, reflecting the sample bias toward transfer students. Men appear more likely to be lured away by job offers, the need for practical experience, academic problems or the feeling that college is not relevant. On the other hand, women more frequently cited marriage, health or family problems as reasons for leaving. Furthermore, a much larger percentage of women (34%) than men (16%) responding to the questionnaire indicated they "did not like UNC-G".

Figure I

PERCENT OF MEN AND WOMEN GIVING VARIOUS REASONS FOR NOT RETURNING TO UNC-G



In contrast to Table 1 which cites multiple reasons why men and women did not return to UNC-G, Table 3 gives a listing of the single primary reason students gave for leaving UNC-G according to the total sample, transfer and non-transfer students.

TABLE 3

Primary Reason Given for Leaving UNC-G

	Total		Transfer Students		Non-Transfer Students	
	N	Rank	N	Rank	N	Rank
Transferring to other schools	91	1	91	1	0	12
Reasons Not Listed	59	2	16	3	43	1
Dislike UNC-G	41	3	38	2	3	10
Financial Problems	34	4	4	6	30	2
Poor Academic Performance	28	5	10	4	18	3
Marriage	20	6	7	5	13	4
Family Crises	13	7	3	9	10	6
Wanted Practical Experience	12	8	2	10	10	6
College Seemed Irrevelant	9	9	3	9	6	7
Health Problems	7	10	3	9	4	8
Job Offer	4	11	1	11	3	10
Alcohol or Drug Problems	1	12	0	12	1	11
TOTAL	319		178		141	

A few points are obvious from the table. Transfer students cited "dislike for UNC-G" more often than students not continuing their education elsewhere. Financial problems, the need for practical experience, and family crises are factors contributing more heavily to the attrition of non-transfers. Marriage, health problems,

and bad grades ranked about equally in both groups as reasons for dropping out.

Questions addressed specifically to transfer students yield more reliable data since the sample favored that group. Table 4 gives responses to the question, "Why did you transfer?" Respondents could select more than one alterrative.

TABLE 4

Reasons Given for Transferring to Other Institutions

	Male		Female		Total	
	N	%	N	%	N	%
More appropriate curriculum	24	66.7	70	48.6	94	52.2
Disliked UNC-G	7	19.4	76	52.8	83	46.1
Changed Career Plans	15	41.7	50	37.8	65	36.1
To be closer to home	0	-	37	25.7	37	20.6
Needed a less expensive school	2	5.5	27	18.8	29	16.1
Reasons not listed	7	19.4	29	20.1	36	20.1
Total Number of Transfer Students	36		144		180	

Table 4 suggests the feeling of transfers, that for whatever reasons - changed plans, dissatisfaction, etc. - that their curriculum needs could be met better at another institution. The apparent greater dissatisfaction of women with UNC-G is maintained when responses of transfers are excluded from the total sample. Proximity to home and expenses at UNC-G are relatively less important factors in the decision to transfer than academic offerings and general feelings toward the school.

A final question deals with future college plans in an attempt to determine whether non-returning students will enroll again in college. Interpretation of responses to this item should be tempered with the realization that the sample was heavily weighted toward students who planned to continue their education.

TABLE 5

College Plans of Students Withdrawing From UNC-G

	Male		Female		Total	
	N	%	N	%	N	%
Plan to Return to UNC-G	35	41.7	55	22.2	90	27.1
Have enrolled elsewhere	29	34.5	131	52.8	160	48.2
Plan to enroll elsewhere	11	13.1	27	10.9	38	11.4
Have other career plans	9	10.7	35	14.1	44	13.3
TOTAL	84	100.0	248	100.0	332	100.0

The figures in Table 5 show that only about 13% of the respondents consider themselves college dropouts. The remaining 87% either have enrolled elsewhere or plan to return to college sometime. Particularly notable is the fact that 42% of the men and 22% of the women plan to return to UNC-G. Thus a substantial percentage of men and women indicate that their attrition is temporary rather than permanent.

Perhaps the most enlightening information coming from the questionnaire can be found in the comments students offered. Judging from the comments, students can be classed into three general types. The first type is the student who had positive feelings toward the school but withdrew because of child-care problems, job conflicts or too many alternative demands on time. The second type was the student who withdrew because he wasn't sure why he was going to college and needed time to consider his options. The third type of student withdrew because of unsatisfactory personal experiences at UNC-G. Comments from these students

frequently focused on contempt for inflexible university requirements or frustrations caused by the perceived indifference of some faculty to needs of students. The comments reflect the complexity of reasons motivating students to withdraw from UNC-G to a degree not covered by the survey instrument.

GENERAL COMMENTS

Female, White, 2nd Year, Age Unknown

"Couldn't arrange baby sitters at time I was enrolled. Too many family conflicts."

Female, White, Unclassified, Age 42

"We had two children in college and one in high schoollast year and I didn't feel I could afford to spend the amount my tuition would have taken. Also, I am interested in course related to my job (full-time) as an executive secretary and there just wasn't anything offered at night.

Also because of the recession, the company I worked for had decided to maintain present personnel levels and ask each person to take on the overflow until the economy improved. Since I was the only secretary in the Data Processing area, I had to pick up the work for 30 programmers and analysts as well as continue as secretary to the MIS Director. I often brought work home and seldom left the office before 5:45 - 6 p.m. I felt school was just more than I could handle at that point.

I presently plan to enroll in an accounting course at GTI this fall."

Female, White, 3rd Year, Age 21

"Needed time to reconsider future life plans and how a university education would/could fulfill them."

Female, White, 1st Year, Age 20

"Possibly will take business courses at a technical institute in the future (or at a college or university)."

"My only reason for leaving UNC-G was my decision to marry. If not for that, I most likely would have finished my college education there for I believe it is a fine school with high academic standards.

I do regret that because of my change of address I did not receive this questionnaire in time to meet the deadline of sending it in to you for your survey.

I feel that my year at UNC-G was very worthwhile, not only in the knowledge I gained from classes I attended, but also from the experiences I had in learning to live and work with other people.

If asked, I would recommend UNC-G to any student who wished or desired a good education, especially if that person wanted to do more than just "party" all the time.

I do hope these comments will be of some help to you."

P.S. "Although I doubt I will ever return to UNC-G because of the distance involved from my new home, it is possible that I will enroll in business courses at a technical institute (if I had finished college, my major would have been Business Education) or possibly take a few courses at East Carolina University. None of this is certain, though."

Male, White, Unclassified, Age 29

"The program I was enrolled in was supposed to be for industry. However, it was not. This allinated (sic) my opinion of your school."

Female, White, 2nd Year, Age unknown

"I transferred from UNC-G because I felt that the mass exodus from the campus on the weekends greatly hurt the potential social life. I was in the speech pathology department at UNC-G and when I transferred to W. Va. I stayed in that program. After attending both schools and working in this field, I feel that UNC-G's speech pathology department offers much more to it's students."

Female, White, 3rd Year, Age 23

"I am getting certified in reading at East Carolina."

"Will graduate next year."

"I have to admit that I did not do well my first semester there. I was majoring in Speech Pathology and Audiology. From my viewpoint, the major was unnecessarily difficult, I did not like the majority of the professors in my major, and I mainly hated living on campus and the school itself. My mother had previously graduated from this school, so I attempted to follow the tradition by transferring there.

Because I had not done well my first semester, I had to attend one session of summer school to bring my Q.P. up for a rising senior. I could not got first session because my mother was sick and in the hospital with heart trouble. Therefore, when she came home I had to take care of her until she recovered. I did attend second session of summer school and accidently enrolled in a course that I would not get Q.P. credit for (a P.E. course), my health course did count. I made two B's but found out after I had returned home that my P.E. course did not count and I could not return in the fall. This mistake slipped by my advisor (who had been no help for me the whole year) and myself. When I appealed I was informed it was my fault for not knowing, and that I could reapply after I had sat home for a semester. So I got busy and applied for Winter Quarter at East Carolina and was accepted. I am very happy there."

Female, White, 1st Year, Age 31

"I think the Adult Education program is great! It was a grand experience for me to be at UNC-G even for a short time."

Male, White, 3rd Year, Age 27

"During my stay at UNC-G, I was a full-time employee of Pier I Imports, Inc. I was transferred to the Northeast sector of the U.S. which caused me to not return to finish my degree.

I have since returned to Greensboro and plan to re-enroll in Fall 1976."

Female, White, 3rd Year, Age unknown

"I wanted to go to a large university - mainly because there's more going on politically - but groups in the area (the triangle area especially) has a lot of political activity."

"I got interested in motion pictures through a course taught in the Residential College by James Helgeson and a university film course taught by Tucker and Chappell. Both courses were very good - they were interesting and I learned a lot - to make me well ahead in film here at Chapel Hill.

I would encourage more film courses at UNC-G. Jarrell gets good movies and I know there are some - and maybe many - interested people.

Also, I'm glad you mailed me this questionnaire. Now I am able to let you - the authorities (administration) - know that I didn't leave UNC-G because I didn't like it. In fact, there are many things that I miss. You probably aren't interested in competing with Chapel Hill, but I think a stronger emphasis on motion picture courses - as well as T.V., broadcasting, journalism - would be well accepted by the students and would fit in nicely with the fine arts and English dept. emphasis that UNC-G has."

Male, Black, 2nd Year, Age 33

"Being a part-time student limited me from getting required art subjects, and other required materials that are necessary for a B.F.A. completion.

Also being a veteran, I am entitled (as of 1971) to 13 months of benefits after completing 2 years of schooling at Guilford Technical Institute. I decided, therefore, to discontinue my education during the 1975 calendar year until at such time I would decide to enroll as a full-time day student in order to get maximum benefits from the federal government."

Female, White, 1st Year, Age 32

"We had a son 2/2/75 and I'm staying home with him for a while."

"Since I'm a freshman, it seems so long for a 32 year old person to get a college education on a part-time basis. I'm interested in a 1 year, full-time course in Lab Tech., which I understand you do not offer. I certain enjoyed the courses I took. Thank you for your interest."

Male, White, 3rd Year, Age 34

"Left to get degree in Electronic Data Processing first - I plan to return to UNC-G to get degree in Accounting. I wish UNC-G would offer a 4 year degree in Data Processing."

Male, White, 5th Year, Age 30

"I enrolled when told requirements for second Bachelor's was a certain number of hours. After half a semester, I found that, although (unreadable) crucial, requirements for Business would require 6 years at present rate. Decided it wasn't worth it."

Female, White, 3rd Year, Age 20

Academically UNC-G is very good, but I wanted to go somewhere that emphasized the major I am in. I did not like the social set-up here, and the effect it had on people - i.e. mandatory cafeteria, visitation policies, social atmosphere detrimental to studies, etc."

Female, White, 3rd Year, Age 20

"After attending 3 colleges, I conclude that those I meet at UNC-G aren't very friendly."

"NOTE: You should have asked what I liked about UNC-G. Glen G. Gilbert (Health) is the best professor on your staff!"

Male, White, 2nd Year, Age 22

"It became too easy to avoid the real issue by getting caught up in all the trivial junk. I felt the university had missed the point of education."

"I would like to take one or two drawing courses if I could find the time and money - both of which are running out at an alarming rate."

Male, White, 2nd Year, Age 19

"Had doubts about the sexuality and lack of morality of many of UNC-G's male students."

"I was approached several times by male homosexuals and I decided I should transfer to a Christian institution where the moral and sexual attitudes of the students were at least normal and hopefully Christian."

Female, White, 3rd Year, Age 20

"The students mostly seemed undedicated and unless from out-of-state, most appeared to be straight from home and not in the least independent."

"Did not like the ratio - led to an extremely unnatural atmosphere of frenzied girls. Not "normal" college campus. Immature student body most likely due to ratio and the nature of people who are attracted to such an unnatural environment."

Enrolled in grad. school, but "never again at UNC-G. Others I have met who attended Greensboro felt the same as above."

Female, White, 3rd Year, Age unknown

"School has reputation of attracting males that are "faggy", scaring off a great deal of other college men. UNC-G must rid itself of its reputation as a "girls" school. So many people do not realize it is now co-ed. After 10 years of being co-ed? That was about 50% of my reasons for not returning. The major reason was that UNC-G was 4 hours from home - N. C. State - 2 hrs. away. If it means anything I am a "B" student."

Female, White, 1st Year, Age 19

"Too expensive. Could have paid but I didn't feel I was getting an education well enough to warrant $250.00."

Female, White, 2nd Year, Age 21

"Plan to graduate in summer of 1977 with degree in Special Education. Will be teaching children with learning disabilities."

"P.S. May I also say that R.C. is a bunch of bull."

Female, White, Class level unknown, Age 22

"Specifically, the nursing instructors in BSN are impersonal; try to degrade their students."

Male, White, 2nd Year, Age 20

"Had a poor advisor."

Male, White, 1st Year, Age 19

"Because what was taught in some classes were against my religious beliefs such as trying to disprove the Bible, and acceptance of homosexuality, etc."

"Maybe someday return to UNC-G after completing my study for the ministry."

Female, White, 3rd Year, Age 20

"Liked classes but not some of faculty in my dept."

Female, White, Class level unknown, Age 20

"Change also due to roommate trouble. 1st semester plans had been confirmed before new roommate was found. 2nd semester changed my outlook on UNC-G and I would possibly like to return at a later date if husband is ever located in Greensboro area. Presently commuting to Lenoir Rhyne College in Hickory, N. C."

Female, White, 1st Year, Age 19

"Dorm life extremely difficult - could not rest or study because of noise."

"Hope to continue formal education at later date."

Male, White, 3rd Year, Age 20

"Wanted to get into a strong men's athletic program."

"May go back to UNC-CH. I dropped out in fall at Chapel Hill due to financial difficulties. I am enrolled at UNC-G now."

Female, White, 3rd Year, Age 21

"lacking variety of social outlets."

Female, White, 2nd Year, Age 20

"Art courses did not satisfy goals."

Female, White, 4th Year, Age 22

"ASU was a better school and I wanted to go back. Has a much better atmosphere."

Female, White, 2nd Year, Age 20

"After being out of school for a little over a year, I feel that I now realize the full importance of education at the college level - not just the academic aspect but the social aspect also. During the year that I was away from school, I was working in an accounting department of a large corporation. The general experience I gained from working has been very beneficial to me since I have returned to school and am majoring in accounting."

Female, White, 1st Year, Age 19

"Counselors are poor. I strongly disapprove on how UNC-G is run."

"UNC-G has poor professors in certain areas. Their (sic) also getting rid of their best teachers."

I only missed passing my freshman year by 1/2 hour. Advisors did not even consider letting me in Summer school to make this up and bring up average. I thought that was stupid. What harm could it have made to let me in Summer school. In closing I wish to assure you that I am and have been spreading my feelings about UNC-G. I know many people have changed their minds about going there because of my experience. With keeping one Dr. around is very poor for a university of supposedly good standing."

THE UNIVERSITY OF NORTH CAROLINA
AT GREENSBORO

Office of the Chancellor

February 17, 1976

Dear UNC-G Student:

Your name has been chosen from a list of students who were enrolled at UNC-G in the Fall of 1974, but did not return for the Fall 1975 semester. This survey is part of a continuing study designed to determine reasons why students do not return to college.

This University is extremely interested in taking steps to insure the progress and continuity of each student's college career. This survey will be of great value to us in designing and evaluating admissions and counseling programs. Current information related to the reasons why students do not return to college is virtually non-existent. You are the only source of information. That is why I ask you to respond to the questionnaire inside this cover letter. Your participation is not simply important; it is vital to the success of this study.

Will you please take time to complete the conveniently designed questionnaire? The questions are short, direct, and can be answered with ease. All information from this survey will be confidential. You will note that your name is not printed on the questionnaire.

Only you can respond properly and with validity. You can do so easily, and your cooperation is deeply appreciated. Please return in the enclosed envelope on or before March 15, 1976. Thanks for your help.

Sincerely,

James S. Ferguson

James S. Ferguson
Chancellor

GREENSBORO, NORTH CAROLINA/27412

THE UNIVERSITY OF NORTH CAROLINA *is comprised of the sixteen public senior institutions in North Carolina*

an equal opportunity employer

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

ALL RESPONSES ARE CONFIDENTIAL ONLY AGGREGATE RESULTS WILL BE USED

Please respond to each item by placing an "X" in the space provided.

Questions About You

1) Sex: (1) Male____ (2) Female____
2) Race: (1) Black____ (2) White____ (3) American Indian____ (4) Other____
3) Age____
4) Type of Degree Sought: (1) Undergraduate____ (2) First Professional____
(3) Graduate____ (4) Non-Degree____ (5) Unclassified____
5) Are you a resident of North Carolina? (1) Yes____ (2) No____
6) Class Level: (1) 1st Year____ (2) 2nd Year____ (3) 3rd Year____ (4) 5th Year____
(5) Unclassified____

Questions About Why You Did Not Return to UNC-G

Please answer yes or no to each question by placing an "X" in the space provided.

	YES	NO	
7)	___	___	Had financial difficulties
8)	___	___	Was offered a job
9)	___	___	Wanted to get practical experience
10)	___	___	Got married or planned to get married
11)	___	___	Had some type of family crisis
12)	___	___	Alcohol or drug problems
13)	___	___	Had health problems
14)	___	___	Thought that school work was not relevant
15)	___	___	Did not like institution
16)	___	___	Was failing or not doing as well as I wanted
17)	___	___	Enrolled in another institution. If "yes", please complete No. 20.
18)	___	___	Other (Specify)_____

19) Please indicate the number of the above question that relates to the one most important reason why you did not continue your college career at this institution this fall_____(Enter the number from one of the questions 7 through 18)

20) If your answer is "yes" to question 17, please indicate reason(s) for transferring from this institution.

	YES	NO	
a)	___	___	Not satisfied with this institution
b)	___	___	Changed academic or career plans
c)	___	___	More appropriate curriculum offered elsewhere
d)	___	___	Wanted to get closer to home
e)	___	___	Less expensive
f)	___	___	Other (Specify)_____

Questions About Your Plans to Return to College

21) Please indicate what your present college career plans are:

	YES	NO	
a)	___	___	Plan to return to UNC-G
b)	___	___	Have enrolled in another institution
c)	___	___	Plan to enroll in another institution
d)	___	___	Other (Specify)_____

Please return this questionnaire in the enclosed self-addressed, stamped envelope on or before March 15, 1976.

THANK YOU FOR YOUR COOPERATION

APPENDIX

Table 1

The Number and Percent of Students Transferring From UNC Institutions To Other North Carolina Senior and Junior Colleges in Fall 1975

Institution	Transfers To			1974 Undergraduate Enrollment	Percent Out-Transfers
	4-Year	2-Year	Total		
Appalachian	223	166	389	7,160	5.4
East Carolina	207	211	418	9,857	4.2
Elizabeth City	19	4	23	1,266	1.8
Fayetteville	47	16	63	1,848	3.4
N. C. A & T	46	16	62	4,164	1.5
N. C. Central	43	21	64	3,589	1.8
N. C. School of Arts	8	-	8	379	2.1
N. C. State	312	116	428	13,116	3.3
Pembroke	46	9	55	1,865	2.9
UNC-Asheville	79	6	85	1,126	7.5
UNC-Chapel Hill	203	80	283	13,759	2.1
UNC-Charlotte	156	102	258	5,631	4.6
UNC-Greensboro	201	54	255	6,331	4.0
UNC-Wilmington	98	22	120	2,850	4.2
Western Carolina	147	88	235	5,007	4.7
Winston-Salem State	29	7	36	1,962	1.8
TOTAL	1,864	918	2,782	79,910	3.5

Appendix Table 2

Number and Percentage of Undergraduate Students Progressing to Higher Level, Remaining in Base Year Classification, or Not Returning to UNC-G by Race and Sex, Fall 1974 Versus Fall 1975

	Black				White				Total				Grand Total	
	M		F		M		F		M		F			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Progressed to Next or Higher Level														
1974 1975														
Freshmen-Sophomore	15	75.0	92	90.2	204	70.6	752	78.2	223	71.2	847	79.4	1070	77.
Sophomore-Junior	8	72.7	57	78.1	187	65.6	715	72.8	196	66.0	776	73.2	972	71.
Junior-Senior	12	63.2	45	81.8	270	71.2	875	81.0	284	71.0	927	81.1	1211	78.
Senior-Graduated	4	66.7	20	60.6	151	46.3	793	71.6	156	46.7	817	71.3	973	65.
Total - All Classes	39	69.6	214	81.4	812	63.5	3135	75.9	859	63.9	3367	76.3	4226	73.
Remained in Base Year Classification														
1974 1975														
Freshmen-Freshmen	-	-	-	-	5	1.7	11	1.1	5	1.6	11	1.0	16	1
Sophomore-Sophomore	1	9.1	-	-	15	5.3	27	2.7	16	5.4	27	2.5	43	3
Junior-Junior	-	-	1	1.8	37	9.8	54	5.0	37	9.2	55	4.8	92	6
Senior-Senior	1	16.7	11	33.3	100	30.7	201	18.1	102	30.5	213	18.6	315	21
Total - All Classes	2	3.6	12	4.6	157	12.3	293	7.1	160	11.9	306	6.9	466	8
Attrition (Non-Returning Students)														
1974 1975														
Freshmen- Not Enrolled	5	25.0	10	9.8	80	27.7	198	20.6	85	27.2	208	19.5	293	21
Sophomore- Not Enrolled	2	18.2	16	21.9	83	29.1	240	24.4	85	28.6	257	24.2	342	25
Junior- Not Enrolled	7	36.8	9	16.4	72	19.0	151	14.0	79	19.8	161	14.1	240	15
Senior- Not Enrolled	1	16.7	2	6.1	75	23.0	114	10.3	76	22.8	116	10.1	192	13
Total -All classes	15	26.8	37	14.0	310	24.2	703	17.0	325	24.2	742	16.8	1067	18
	All Blacks = 16.3%				All Whites = 18.7%				All Students = 18.5%					
Total Base N - Fall 1974														
Freshmen	20	100.0	102	100.0	289	100.0	961	100.0	313	100.0	1066	100.0	1379	100
Sophomore	11	100.0	73	100.0	285	100.0	982	100.0	297	100.0	1060	100.0	1357	100
Junior	19	100.0	55	100.0	379	100.0	1080	100.0	400	100.0	1143	100.0	1543	100
Senior	6	100.0	33	100.0	326	100.0	1108	100.0	334	100.0	1146	100.0	1480	100
Total Base N	56	100.0	263	100.0	1279	100.0	4131	100.0	1344	100.0	4415	100.0	5759	100

Office of Institutional Research
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